Assessing Comprehension and Communication in English State to State for English Language Learners

ACCESS for ELLs™

INTERPRETIVE GUIDE FOR SCORE REPORTS

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Introduction

Assessing Comprehension and Communication in English State to State for English Language Learners (*ACCESS for ELLs™*), a large-scale language proficiency test for K-12 students, is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive standards-driven system designed specifically to improve teaching and learning of English language learners. The test was inaugurated in spring 2005 in three states after extensive development, pilot, and field testing. In the 2005-2006 school year, *ACCESS for ELLs™* was administered to approximately 380,000 students in 12 member states.

The purpose for *ACCESS for ELLs™* is to monitor student progress in English language proficiency on a yearly basis and mark when English language learners have attained full language proficiency. The test is carefully crafted to be standards-driven, representative of the social and academic demands within a school setting as exemplified in WIDA's *English language proficiency standards for English language learners in Kindergarten through grade 12* (2004).

ACCESS for ELLs™ exceeds the requirements stipulated under Titles I and III of the 2001 No Child Left Behind Act in both its coverage and reporting. It is vertically scaled so that interpretation of scores is identical across grade level clusters. The measure is secure, given by personnel certified in its administration who meet reliable levels of inter-rater agreement on the scoring of the speaking subsection. States administer *ACCESS for ELLs™* under standard conditions within a designated testing window.

Technical Report #1, Development and Field Test of the *ACCESS for ELLs™,* provides extensive information on the conceptualization of the measure, from its anchor in the English language proficiency standards through each developmental phase. It details the procedures for standards-setting, which determined the cut-scores for the six language proficiency levels. The evidence of the quality of its technical properties ensures that the data generated from the *ACCESS for ELLs™* are reliable and valid. Therefore, we have confidence that the information contained in the score reports is an accurate reflection of the students' English language proficiency at a given point in time.

This Interpretive Guide offers information on the meaning and the use of scores received for English language learners on *ACCESS for ELLs™*. It gives a detailed description of each score report, outlined in Table 1 (on page 9), and suggestions for individual states and stakeholders on data applications. As with all assessments, *ACCESS for ELLs™* scores should be considered one of multiple criteria in educational decision making.

We hope that this Interpretive Guide serves as a starting point for conversations among all educators who work with English language learners so that our students will be better served and over time, reach academic parity with their English proficient peers.

Description of *ACCESS for ELLs*™ Scores—2006

This description provides basic information about the types of scores received by students on *ACCESS for ELLs*™, the English language proficiency test developed for the World-Class Instructional Design and Assessment (WIDA) Consortium. The pages following this summary detail each score report and uses for the information.

Description of *ACCESS for ELLs*™

ACCESS for ELLs™ is a secure, large-scale English language proficiency test anchored in the *WIDA K-12 English Language Proficiency Standards for English Language Learners (2004)*. Test forms, designed for English language learners, are broken down into five grade level clusters: Kindergarten, 1-2, 3-5, 6-8, and 9-12. While grade levels K-2 have the same set of standards within the WIDA framework, the Kindergarten is a separate test form. Within each grade level cluster (except Kindergarten), *ACCESS for ELLs*™ is divided into three overlapping tiers: A (beginning ELLs), B (intermediate), and C (advanced).

Scoring: *ACCESS for ELLs*™ assesses Listening and Reading using multiple choice questions. Speaking is assessed through a scripted face-to-face procedure that allows students to demonstrate proficiency at the different WIDA language proficiency levels. For Writing, each student receives three or four writing tasks depending on the tier. With the exception of Kindergarten, Writing is centrally scored by trained raters at MetriTech, Inc. using a six-point rubric. Kindergarten writing tasks are scored locally with a simplified rubric based on the amount of writing produced. Total Raw Scores are converted to the appropriate *ACCESS for ELLs*™ Scale Scores.

ACCESS for ELLs™ Scores

An individual student's results on the *ACCESS for ELLs*™ are reported in three ways: Raw Scores, Scale Scores, and English Language Proficiency Levels. Raw scores are reported for Comprehension, Speaking and Writing. Scale scores and proficiency levels are reported for the four language domains (Listening, Speaking, Reading, and Writing) and four different combinations of language domains. These combinations include: Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Listening and Reading), and Overall or Composite (all four language domains).

Raw Scores: Raw scores indicate the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks. The reporting of raw scores differs slightly for each of the three types of response modes: 1. multiple choice (Listening and Reading), 2. orally constructed response (Speaking), and 3. written constructed response (Writing). Raw scores for Listening and Reading are combined for Comprehension. For Speaking, scores are reported by the number of tasks for which the student met or exceeded task expectations of a specific language proficiency level as defined by the *ACCESS for ELLs*™ Speaking Rubric. Similarly, scores for Writing are reported by the number of points the student received in each component of the writing rubric: Linguistic Control, Vocabulary Usage, and Language Control. (The Speaking and Writing rubrics can be found on pages 22-23 of this Guide.)

Raw scores are reported by WIDA English Language Proficiency Standard or by a combination of Standards. Raw scores appear ONLY on the Teacher Report. (See pages 17-21.)

Scale Scores: Scale scores allow raw scores across grade levels and tiers to be compared. The vertical scale allows scale scores across grade levels to be compared to one another within (not across) any language domain: Listening, Speaking, Reading, or Writing.

Vertical scaling means that scale scores account for differences in difficulty as students within a grade level cluster move across tiers. Tier A, for example, contains easier questions than Tier C. Vertical scaling means that a student who gets 10 questions correct in Listening, for example, on the Tier A form will receive a *lower ACCESS for ELLs™* scale score in Listening than a student who gets 10 questions correct in Listening on the Tier C form within the same grade level cluster.

Vertical scaling also means that scale scores account for the differences in difficulty as students move across grade level clusters. For example, a student in grade 5 who gets 10 questions correct in Listening on Tier B, grade level cluster 3-5, will receive a *lower* scale score for Listening than a student in grade 6 who gets 10 questions correct in Listening on Tier B, grade level cluster 6-8.

There is a separate scale for each language domain. Because each language domain has its own scale, a scale score of 300 in Listening does *not* mean the same as a scale score of 300 in Speaking. For each language domain, scores are reported on a single vertical scale from Kindergarten to Grade 12. The lowest possible scale score is 100. The upper limit is 600 although scores above 500 are rare.

English Language Proficiency Levels: While *ACCESS for ELLs™* scale scores allow raw scores to be compared across grade level clusters and tiers, the proficiency levels indicate student performance in terms of the six WIDA language proficiency levels of the Standards (Entering, Beginning, Developing, Expanding, Bridging, and Reaching). Each language proficiency level is briefly defined in the reports. (More comprehensive definitions can be found on page 10) Proficiency Levels in the Parent/Guardian Report are represented by bar graphs; in the Teacher Report, Student Roster, and the School and District Frequency Reports, they are presented as whole numbers followed by a decimal. The whole number indicates the student's language proficiency *level* as based on the WIDA English Language Proficiency Standards. The decimal indicates the *proportion* between the two proficiency level cut scores where the student's scale score fell, rounded to the nearest tenth.

The *ACCESS for ELLs™* scales for Listening, Speaking, Reading, and Writing are *separate*. That means that the same scale score in Listening and Reading is *not* the same proficiency level score. For example, in grade level cluster 6-8, a scale score of 378 for Listening corresponds to Proficiency Level 4.0, but a scale score of 378 for Reading becomes a Proficiency Level of 4.9. Both of these scores indicate a student within the range of proficiency level 4 (Expanding), but the student's skills in Listening are closer to those at the level 3 (Developing) range while the Reading score suggests the student's skills approach Level 5 (Bridging). English language proficiency level 6 is reserved for those students who have progressed through the entire continuum.

The Proficiency Level Scores in the four language domains (Listening, Speaking, Reading and Writing) and combinations of domains offer a profile of student performance. This information, along with the *CAN DO Descriptors* and English language proficiency standards, help determine the most appropriate instructional strategies for English language learners.

Language Domain and Composite Scores
Scores for individual domains: Students receive scale scores and corresponding proficiency level designations for each language domain: Listening, Speaking, Reading, and Writing. Please note that Listening and Reading scores are capped at proficiency level 4.0 (Expanding) for students who took

the Tier A form and 5.0 (Bridging) for students who took the Tier B form of *ACCESS for ELLs™*. (See *Special Notes* below.)

Composite Scores: Students receive four different composite scores derived from a combination of weighted scale scores from the language domains (see the chart below for the percent contribution of language domains for composite scores). ***Remember, composite scores are compensatory***. A high score in one language domain, for example, could inflate the composite score, compensating for a low score; conversely, a low score could bring down the composite. Composite scores should be used with caution and careful consideration of their compensatory nature. Due attention must be given to the score for the individual language domains that comprise the composite score.

> **Oral Language**: The Oral Language Composite score combines equally weighted scale scores from Listening and Speaking. In other words, 50% of the Oral Language Score is attributed to Listening and the other 50% to Speaking. The proficiency level designation corresponds to the scale score for Oral Language; it is ***not*** a combination or average of proficiency level designations for Listening and Speaking.

> **Literacy**: The Literacy score combines equally weighted scale scores from Reading and Writing. Literacy is 50% Reading and 50% Writing. The proficiency level designation corresponds to the scale score for Literacy, ***not*** from a combination or average of proficiency level designations of these domains.

> **The Comprehension Scale Score:** The Comprehension scale score combines the scale scores for Listening and Reading. The Comprehension Score is comprised of 30% Listening and 70% Reading.

> **The Overall (Composite) Scale Score:** The Overall (Composite) Scale Score reflects a weighted score based on a student's scores in Listening, Speaking, Reading, and Writing. It is the Listening scale score multiplied by .15, plus the Speaking scale score multiplied by .15, plus the Reading scale score multiplied by .35, plus the Writing scale score multiplied by .35, rounded to the nearest whole number (15% each Listening and Speaking; 35% each Reading and Writing). The weighting of the scores reflects the differential contributions of each language domain to academic success.

The same Overall Scale Score can reflect two very different student profiles. For example, one student may be very strong in Listening and Speaking, but weaker in Reading and Writing, while another student with the same Overall Scale Score is strong in Reading and Writing, but weaker in Listening and Speaking.

Contribution of Language Domains to Composite Scores

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	*Speaking*	*Reading*	*Writing*
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Kindergarten Scores

The maximum Overall English language proficiency level that a student taking the Kindergarten form of *ACCESS for ELLs*™ can receive is 3.4. The Kindergarten form of *ACCESS for ELLs*™ is anchored to the K-2 grade level cluster of the WIDA ELP Standards. To demonstrate success in meeting the highest performance indicators (level 5 and above), the items and tasks are targeted so that students in second grade will be sufficiently challenged to discriminate at the upper language proficiency levels. In order to present items and tasks that are grade level and developmentally appropriate for kindergarteners, the items and tasks on the Kindergarten form necessarily address the performance indicators for the lower proficiency levels. Because of this direct alignment with the standards, kindergarten students cannot reach the maximum proficiency levels. The highest scores that a kindergarten student can receive are the following:

Maximum Scale Scores and English Language Proficiency Levels for the Kindergarten Form

Language Domain	Scale Score (Possible 100 - 600)*	English Language Proficiency Level (Possible 1.0 - 6.0)*
Listening	308	4.0
Speaking	400	6.0
Reading	284	3.0
Writing	255	2.4
Oral Language (Listening & Speaking)	354	5.4
Literacy (Reading & Writing)	270	2.7
Comprehension (Listening and Reading)	291	3.5
Overall Score (Composite—all language domains)	295	3.4

* The range of possible scale scores (100-600) and language proficiency levels (1.0-6.0) is the range for the entire battery of *ACCESS for ELLs*™ forms, Kindergarten through grade level cluster 9-12. It does not necessarily represent the range of possible scale scores for every grade level cluster and every tier, including Kindergarten.

When using *ACCESS for ELLs*™ scores as criteria in making programmatic decisions for kindergarteners, educators should note their students' scores in relation to the maximum possible scores, paying particular attention to the Oral Language Score. Other criteria, outlined by individual states, should also be considered before a decision is made.

Special Notes

Listening and Reading Caps: For students who took Tier A or Tier B forms of *ACCESS for ELLs*™, scores for the domains of Listening and Reading are capped so that students **cannot** receive a proficiency level designation above 4.0 (Tier A) and 5.0 (Tier B). Scale scores at the upper end are collapsed so that students who correctly answer most or all of the items on Tier A or Tier B will not receive a scale score that would equate to a proficiency level above 4.0 and 5.0 respectively. The WIDA Consortium Board of Directors, composed of representatives from every WIDA state, decided unanimously to cap Tier A and Tier B scores. Students who take Tier A do not face items targeting proficiency levels 4 and 5 and students who take Tier B do not face items targeting level 5 and above; therefore, students taking these forms cannot demonstrate proficiency at these higher levels.

As a consequence of capping scores for Listening and Reading, students who take Tier A or Tier B forms are very unlikely to receive an Overall (Composite) Score above 4.0 or 5.0.

Absences: If a student was marked "Absent" on the *ACCESS for ELLs*™ test booklet for one or more language domains, the student will receive a notation of NA, or Not Attempted, for the domain or domains. With the exception of the Overall Score, composite scores will not be computed if one of the two domains is missing. For example, if a student was absent for the Speaking part of the test, the student would receive NA for both Speaking and Oral Language. Similarly, a student who was marked "absent" for Reading would receive NA for Reading, Literacy, and Comprehension.

If only one domain is missing, the Overall (Composite) Score will be computed using the three remaining scores weighted proportionally. For example, if a student was absent for Speaking, the Overall composite would be computed with 18% Listening, 41% Reading, and 41% Writing. If a student was marked "absent" for two or more domains, the Overall Score will not be computed and the student will receive NA.

Note: For students in Georgia, the Overall (Composite) Score will not be computed if any language domains are missing. In other words, Georgia students will receive an Overall Score only if the student tested in all four domains.

Blank booklets or sections within booklets: If an *ACCESS for ELLs*™ test booklet was returned to MetriTech with demographic information, either a Pre-ID label or bubbled in, MetriTech scanned the booklet for scoring. If sections of the test were left blank, but "absent" was not marked on the booklet, MetriTech treated the booklet with the assumption that the student attempted the section. Consequently, a student with a blank section or booklet would receive the lowest possible score for the section(s) that are blank.

ACCESS for ELLs™ Score Reports

Table 1: A List of *ACCESS for ELLs™* Score Reports, Audiences, and Types of Information

Score Report	Audience or Stakeholder	Types of Information
1. Parent/Guardian	➢ Students ➢ Parents/ Guardians ➢ Teachers ➢ School Teams	Individual student's Overall Score and levels of English language proficiency for language domains (Listening, Speaking, Reading, and Writing) and Comprehension
2. Teacher	➢ Teachers ➢ Administrators	Individual student's scale scores and proficiency levels for each language domain, Oral Language, Literacy, Comprehension, and Overall Score; raw scores for Comprehension Tasks, Speaking, and Writing Tasks by English language proficiency standard
3. Student Roster	➢ Teachers ➢ Program Coordinators/ Directors ➢ Administrators	Scale scores and proficiency levels for each language domain, Oral Language, Literacy, Comprehension, and the Overall Score by school, grade, student, Tier, and grade level cluster
4. School Frequency	➢ Program Coordinators/ Directors ➢ Administrators	Number of students and percent of total tested for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grade levels within a school
5. District Frequency	➢ Program Coordinators/ Directors ➢ Administrators ➢ Boards of Education	Number of students and percent of total tested for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grade levels within a district

Suggestions to Member States on How to Use the Interpretive Guide

The Interpretative Guide for Score Reports, Spring 2006, is a resource for all member states in the WIDA Consortium that have administered *ACCESS for ELLs*™ during the 2005-06 school year. Given that the WIDA Consortium presently is comprised of twelve member states, this guide presents overarching suggestions with broad applicability. It is intended to assist stakeholders familiar with the test in interpreting the scores and using the information to help describe the English language proficiency of their English language learners. Individual member states are welcome to supplement this information with other relevant data to further explain their students' English language proficiency in relation to the WIDA English language proficiency standards.

ACCESS for ELLs™ represents a new generation of English language testing. One difference from former English language proficiency tests is its correspondence to and representation of the Consortium's English language proficiency standards. By being standards-referenced, information from *ACCESS for ELLs*™ is presented in new and different ways. Stakeholders need to take time to discuss the meaning of the results in relation to the standards and how the results affect the services, curriculum, instruction, and classroom assessment of English language learners.

Before examining data in the score reports, stakeholders should be familiar with the Performance Definitions that describe the levels of English language proficiency for the standards (see page 10 for the criteria that shape the definitions).

The following ideas might be considered by states in disseminating the guide:

1. Target certain reports to specific stakeholders. Perhaps add a rationale for state or local policies or procedures that are being contemplated, formulated, or implemented based on test results.

2. Offer professional development opportunities through regional or district-wide workshops to the various stakeholders impacted by the results. For teachers, in particular, ensure that the test results are referenced to the English language proficiency standards. For purposes of interpreting the scores and information, present examples of reports of students/ schools (with their identities withheld).

3. Consider summarizing or consolidating the suggestions for using the information from each score report according to the target audience. In the case of the Parent/Guardian Report, make the information parent friendly (it is currently written for educators) and then translate it into your state's major languages.

4. Examine different configurations of the data in the reports (by language domain and combinations of language domains, including the composite score) for individual and groups of students (such as by grade level or Tier) to develop a statewide plan for organizing services for English language learners for the upcoming school year.

5. Archive copies of the guide along with copies of the score reports so that in the future, new personnel can become acclimated with data from *ACCESS for ELLs*™.

Criteria for Performance Definitions Descriptive of the Levels of English Language Proficiency for WIDA's English Language Proficiency Standards

At this level, English language learners process, understand, produce or use

6- **Reaching**	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required at the specified grade level ➢ oral and written communication of English comparable to that of English proficient peers
5- **Bridging**	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; ➢ oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4- **Expanding**	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; ➢ oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3- **Developing**	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; ➢ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2- **Beginning**	• general language related to the content areas; • phrases or short sentences; ➢ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1- **Entering**	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

CAN DO Descriptors for the Levels of English Language Proficiency

The *CAN DO Descriptors* offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the WIDA English language proficiency standards.

The *CAN DO Descriptors* are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these descriptors, although not explicitly mentioned, is the presence of visual or graphic support to enable English language learners' access to the language and content requisite for success in school. Given the broad nature of these Descriptors and the fact that they are not distinguished by grade level cluster, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences.

The *CAN DO Descriptors* are an extension of the Performance Definitions for the English Language Proficiency Standards. The Descriptors apply to *ACCESS for ELLs™* scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain the speaking and writing rubrics associated with the English language proficiency test.

The *Descriptors* are not instructional or assessment strategies, per se. They are samples of what English language learners may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of model performance indicators, the descriptors do not scaffold from one English language proficiency level to the next, meaning that they do not form a developmental strand encompassing a shared topic or theme. Rather, each English language proficiency level is to be viewed as a set of independent descriptors.

Presented in matrix format similar to the English language proficiency standards, educators should have ease in examining the *Descriptors* across the language domains for the five levels of English language proficiency. English language proficiency level 6, Reaching, is reserved for those students who have reached parity with their English proficient peers.

For the most part, the *Descriptors* are drawn from the English Language Proficiency Standards' Framework for Large-Scale Assessment that serves as the anchor for the English language proficiency test. Teachers are encouraged to supplement these bulleted points with additional ones from the Framework for Classroom Instruction and Assessment. In that way, educators will have a full complement of what English language learners CAN DO as they move along the second language acquisition continuum.

The *WIDA English Language Proficiency Standards for English Language Learners in Grades K-12*(2004) can be found on the WIDA Consortium website (www.wida.us).

CAN DO Descriptors for the Levels of English Language Proficiency

For the given level of English language proficiency level, English language learners can:

Language Domain	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	Level 6- Reaching
Listening	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures, or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
Speaking	• Name objects, people, pictures • Answer wh- questions	• Ask wh- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Re/ tell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view	
Reading	• Match icons and symbols to words, phrases, or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
Writing	• Label objects, pictures, diagrams • Draw in response to oral directions • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/ contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms of writing	

Parent/Guardian Report

ACCESS for ELLs™ English Language Proficiency Test

Parent/Guardian Report – 2006

District: Sample District	**Student:** Last Name, First Name MI
School: Sample School	**State ID:** 123456789	**District ID:**
Grade: 3	**Birth Date:** 10/31/1997

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 🦻						
Speaking 👄						
Reading 📖						
Writing ✏️						
Comprehension^A (Listening and Reading)						
Overall Score^B (Composite)						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with modified grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	A – Comprehension Score = 70% Reading + 30% Listening - will be listed as NA if student was absent for one Section B – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking NA – Student was absent for this Section of the test (Not Attempted) * – The student was absent for one Section - and the Overall Score has been calculated without that Section. If the student was absent for more than one Section of the test – the Overall Score will be NA

Parent/Guardian Report—Description

This report is available in English and approximately 20 languages. Each member state has volunteered to have the form translated into its major languages. Refer to the WIDA website www.wida.us or the D2L website https://uwosh.courses.wisconsin.edu/ to download the Parent/Guardian Report in languages other than English.

Demographic Information about the Student

Identifying information is located in boxes at the top of the score report. On the left-hand side is the name of the school district, school, and grade level of the student; on the right-hand side is the student's name (last, first, and middle initial), state and district identification numbers, and student's date of birth.

Student's English Language Proficiency Level

Results of *ACCESS for ELLs*™ subscale scores and Overall Score are reported graphically. The horizontal bar graph shows a student's performance in relation to the 5 levels of English language proficiency (Entering, Beginning, Developing, Expanding, and Bridging). English language learners who obtain level 6, Reaching, have moved through the entire second language continuum as defined by the test.

The Language Domains of Listening, Speaking, Reading, and Writing

ACCESS for ELLs™ has four independent subsections, one for each language domain. In the score report, each language domain is represented by a label, icon, and visual display of the results. The shaded bar reflects the exact position of the student on the six point English language proficiency scale; it corresponds to the numerical Scale Score and Proficiency Level reported in the Teacher version.

Comprehension (Listening and Reading)

The Comprehension score reflects a student's understanding of oral and written English; it is derived by combining the Listening and Reading subscale scores according to their relative weights (see Other Information below).

Overall Score

The Overall or Composite Score is the global indicator of a student's English language proficiency as determined by *ACCESS for ELLs*™; it is derived by combining the scores of the four language domains according to their relative weights (see Other Information below).

Description of English Language Proficiency Levels

The full spectrum of English language proficiency is six levels that are outlined in the WIDA Performance Definitions of the English language proficiency standards. The first five levels correspond to the strands of model performance indicators within the standards; the sixth level, Reaching, is reserved for those students who have progressed across the entire continuum. The descriptors of the levels earmark the milestones along the developmental pathway to English language proficiency. The brief definition of each level in the report highlights the student's relative use of social and academic language. (See *WIDA's English language proficiency standards for English language learners in kindergarten through grade 12* for more thorough discussion.) In addition, the

CAN DO Descriptors elaborate expected student performance at each level of English language proficiency.

Other Information

This box provides the formulae used to create the Comprehension and Overall Scores. Literacy (Reading and Writing) subscale scores carry greater weight than those for Oral Language (Listening and Speaking). The Comprehension score consists of 70% of the Reading subscale score and 30% of the Listening subscale score. The Overall Score consists of 35% each of Reading and Writing with 15% each devoted to Listening and Speaking.

NA means Not Attempted; the student was either absent for that subsection or was unable to complete it. For the Overall Score, NA applies if more than one subsection has been missed (for GA, NA is reserved for students missing one or more subsections).

Use of Information in the Parent/Guardian Report

Explanation about English Language Proficiency

❖   This report gives information on a student's English language proficiency, the language needed for school success; it does **not** give information on a student's academic achievement, the knowledge and skills of the content areas. It gives family members and students (and other stakeholders) graphic representation of the extent to which English language learners listen, speak, read, and write English as well as their Comprehension and Overall Score based on the English language proficiency standards.

❖   The report shows **how much** English a student has acquired as indicated by the levels of English language proficiency; it is not a marker of **how well** the student knows English. A student at the Beginning level, for example, is expected to perform like other Beginners, and should not be compared with students at other language proficiency levels.

❖   Oral language development (listening and speaking) contributes to literacy (reading and writing) development. Generally, the acquisition of oral language outpaces that of literacy. Students' foundation in their native or first language is also a predictor of their English language development.

Communication about Data Contained within the Report

❖   The report is one indicator of a student's English language proficiency-the extent to which the student has acquired listening, speaking, reading, and writing-that is reflective of a test given annually. School work and local assessment throughout the year also provide evidence of a student's language development.

❖   To determine year to year progress of a student's English language proficiency, reports of results from *ACCESS for ELLs*™ for two consecutive years need to be compared. For the 2005-06 school years, results from the Bridge Study (WIDA Technical Report #2, October 2005), comparing the previous generation of English language proficiency tests with *ACCESS for ELLs*™ may be useful for determining student growth. Three or more consecutive years of results from *ACCESS for ELLs*™ establishes trend data for that student.

❖   Information from the report is to be shared with family members at school, such as at Parent Conferences or Family Nights, or during home visits. Information may be useful in meetings at school (for example, for Pre-referral Teams, School Improvement, or local Boards of Education) when family members are present. To the extent feasible, family members should receive the Parent/Guardian Report in their native language and English. In addition, the CAN DO Descriptors may help further explain the levels of English language proficiency.

Teacher Report

WIDA CONSORTIUM

ACCESS for ELLs[TM] English Language Proficiency Test

Teacher Report – 2006

District: Sample District	Student: Last Name, First Name MI	
School: Sample School	State ID: 123456789	District ID:
Grade: 3 Tier: B Grade Level Cluster: 3-5	Birth Date: 10/31/97	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content area. Please refer to the ACCESS for ELLs™ Interpretive Guide for more information on the meaning and use of these scores.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	491	3.0
Speaking	377	2.0
Reading	562	4.0
Writing	399	3.0
Oral Language[A]	540	3.0
Literacy[B]	523	4.0
Comprehension[C]	540	3.0
Overall Score[D] (Composite)	523	4.0

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

Student's performance by WIDA English language proficiency standards
These standards do not apply to Kindergarten Students – Sections will appear blank

COMPREHENSION *(Listening and Reading)*

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	3	8
Language of *Language Arts*	3	16
Language of *Mathematics*	3	10
Language of *Science*	3	11
Language of *Social Studies*	3	6

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score[E]
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 5)	5
Mathematics/Science (Maximum of 5)	5

E – Raw score based on # of tasks for that standard
NA – Student was marked Absent for Domain

WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	2		2		2	
Mathematics	2		2		2	
Science	2		2		2	
Language Arts & Social Studies	2		2		2	

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with modified grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Teacher Report—Description

Demographic Information about the Student

Identifying information is located in the top boxes of the score report. There are two additional variables to those named in the Parent/Guardian Report. The Tier refers to the form of *ACCESS for ELLs*™ given to the student; A (Beginner), B (Intermediate), or C (Advanced). In addition to the student's grade level, this report indicates the grade level cluster (K, 1-2, 3-5, 6-8, or 9-12) of the test that was administered.

Description of Proficiency Levels

This information is located in the lower right-hand corner of the report. It is identical to that presented in the Parent/Guardian Report.

Student's Level of English Proficiency by Language Domains

The four language domains are the basis for determining all *ACCESS for ELLs*™ scores. In the left-hand column, the independent scores for each language domain (Listening, Speaking, Reading, and Writing) are followed by different configurations of these scores to formulate Oral Language, Literacy, Comprehension, and the Overall Score (Composite). The two adjacent columns to these entries provide scale scores and their conversion to English language proficiency levels.

Language Domains of Listening, Speaking, Reading, and Writing

ACCESS for ELLs™ scale scores (the second column) allow raw scores across grade levels and Tiers to be compared on a vertical scale. Each language domain has a separate scale score that forms a single vertical scale from Kindergarten through grade 12. The range of scale scores is from 100 to 600.

The Proficiency Level (the third column) is presented as a whole number followed by a decimal. The whole number reflects a student's English language proficiency level (1-Entering, 2- Beginning, 3- Developing, 4- Expanding, 5-Bridging, or 6-Reaching) in accord with the WIDA English language proficiency standards. The decimal indicates the proportion between cut scores a student has attained within the designated language proficiency level. For example, a student at language proficiency level 3.5 is halfway between the 2/3 cut score and the 4/5 cut score. In other words, the student has moved half way through level 3 (Developing).

Oral Language (Listening and Speaking)

The Oral Language score is a combination of the Listening and Speaking scale scores, with each contributing 50% to the total. This figure is converted to an English language proficiency level.

Literacy (Reading and Writing)

The Literacy score is a combination of the Reading and Writing scale scores, with each contributing 50% to the total. This figure is converted to an English language proficiency level.

Comprehension (Listening and Reading)

The Comprehension score is a combination of the Reading and Listening scale scores, with Reading contributing 70% and Listening 30% to the total. This figure is converted to an English language proficiency level.

Overall Score (Composite)

The Overall Score (Composite) is a combination of the Listening, Speaking, Reading, and Writing scale scores. Reading and Writing scores contribute 35% each while Listening and Speaking scores contribute 15% each to reach a total of 100%. This figure is converted to an English language proficiency level. As indicated below the table, adjustments are made if a student is absent or does not complete one language domain; NA (Not Attempted) denotes that data are not available for two or more language domains. (For Georgia, NA applies to missing data for one or more language domains. See Special Notes on pages 6-7).

Student's Performance by WIDA English Language Proficiency Standards

This section provides standards-referenced information for English language learners in grade levels 1-12. The total number of items varies by standard. A 'Not Attempted' (NA) in the score box indicates the student was absent for that language domain.

Raw scores are used to indicate the number of items representative of specific English language proficiency standards for which the student received full credit for a particular Tier and grade level cluster of the test.

Comprehension (Listening and Reading)

Listening and Reading are multiple-choice, group administered subsections (except Kindergarten). This table shows the raw score, the number of items (or tasks) the student has correct, and the total number of items by standard. The larger pool of items created by combining Listening and Reading in the Comprehension score enables all English language proficiency standards to be represented. If student was absent for either Reading or Listening, NA will be listed.

Speaking Tasks

Speaking is given on an individual basis and immediately scored by an educator certified to administer the subsection. This table shows the raw score that indicates the number of items (or tasks) in which the student has met or exceeded expectations for a given level of English language proficiency. The total number of tasks by standard is placed in parentheses. Tasks for Standard 1, Social and Instructional language, are reported separately. Tasks for English language proficiency standards 2 and 5, the language of Language Arts and the language of Social Studies, as well as Standards 3 and 4, the language of Mathematics and the language of Science, are combined. The Task Level Expectations and Scoring Guide for Speaking Tasks, at the end of this section, describes the components of speaking (Discourse Type, Vocabulary Usage, and Language Control) used to score the speaking tasks by level of English language proficiency.

Writing Tasks

Writing is a group administered subsection that is individually scored by an outside contractor by trained personnel. Three or four standards-based writing tasks (dependent on the Tier or

grade level cluster) are given for the language proficiency levels within a Tier. As displayed in the table in the report, three criteria are used to interpret the student's writing samples; Linguistic Control, Vocabulary Usage, and Language Control.

The scores for the writing criteria (from 0-6) reflect the levels on the writing rubric; the six-point scale corresponds to the six levels of English language proficiency. A score of 0 is assigned to those samples with no response, a totally illegible one, or one written entirely in a language other than English. The WIDA Writing Rubric: Summary Chart of Writing Performance Expectations, at the end of this section, outlines the components of writing (Linguistic Complexity, Vocabulary Usage, and Language Control) used to score student writing samples by level of English language proficiency.

Use of Information in the Teacher Report

Explanation about English Language Proficiency

❖ Data generated from *ACCESS for ELLs*™ are representative of the language proficiency levels of WIDA's English language proficiency standards. The results, being standards-based and standards-referenced, help inform curriculum, instruction, and assessment of English language learners. This information, along with the CAN DO Descriptors of expected student performance at each level of English language proficiency, is a starting point for teacher planning.

❖ The Overall Score (Composite) is a single number that summarizes the student's global language proficiency. As such, high scores in some language domains may raise low scores in other domains. Two students with the same Overall Score may have different English language proficiency profiles. Therefore, a student's individual profile should be examined to determine the relative strength of each language domain and its contribution to the varying components (Oral Language, Literacy, Comprehension) of English language proficiency.

❖ The scale scores and proficiency levels yield a profile of a student's English language proficiency. The individual components of the profile may serve as the basis for differentiating instruction and assessment. As there is a strong relationship between scores on *ACCESS for ELLs*™ and WIDA's English language proficiency standards, ideas for differentiation across levels of language proficiency can be taken from the strands of model performance indicators.

❖ Two rubrics are useful in interpreting information in this score report: Task Level Expectations and Scoring Guide for Speaking Tasks and WIDA Writing Rubric: Summary Chart of Writing Performance Expectations (included at the end of this section). These documentation forms define the components of productive language that are used in scoring *ACCESS for ELLs*™. The criteria in the rubrics, which scaffold across the levels of language proficiency, may also be applicable in assessing classroom tasks and projects throughout the year.

❖ The scoring for Speaking Tasks represents a standards-referenced way of thinking. Teachers do not judge tasks as correct or incorrect, but rather the extent to which the student has met the expectations for the particular language proficiency level being assessed. These expectations are based on Discourse Type (from single words to extended oral discourse), Vocabulary Usage (from high-frequency to technical language of a content area), and Language Control (from significantly impeded to approaching comparability with English proficient peers).

❖ The score for the Writing Tasks offers the most diagnostic information as it is broken down by criteria outlined in the Performance Definitions of the English language proficiency standards. Linguistic Control applies to a student's quantity and complexity of the written discourse. Vocabulary Usage entails a student's use of general, specific, or technical language within a given context to communicate meaningfully. Language control refers to how well a student demonstrates consistency in conveying meaning when producing original text. Aspects of Language Control include grammar (syntax), word choice in conveying a message (semantics), and mechanics (spelling, punctuation, capitalization).

Communication about Data Contained within the Report

❖ No single score, including the Overall Score (Composite), should be used as the sole determiner for making decisions regarding a student's English language proficiency.

❖ Sharing student information from score reports is encouraged for all educators who work with English language learners. This information may be useful in serving as one criterion for entry/ exit decisions, determining the extent and type of service, or suggesting placement in classes.

❖ The data within the reports need to be contextualized to be meaningful. Whenever possible, when disseminating information on the students' productive language, refer to criteria in the speaking and writing rubrics. In addition, the CAN DO Descriptors may help further explain student expectations at each level of English language proficiency.

❖ As each language domain has its own scale, comparisons cannot be made across Listening, Speaking, Reading, and Writing based on scale scores. For example a scale score of 425 in Listening is not indicative of the same language proficiency level as that for the identical scale score in Speaking. In contrast, the Proficiency Levels may be used to make comparisons between independent or combinations of language domains.

❖ Scale scores for Oral Language, Literacy, Comprehension, and the Overall Score are weighted according to language domain. This weighting reflects the relative contribution of the language domain in instruction that leads to success in school; therefore, Reading and Writing are emphasized over Listening and Speaking.

❖ The standards-based information for Comprehension Tasks, Speaking Tasks, and Writing Tasks (the lower half of the report) is based on a small number of tasks and should not be generalized; it is intended to provide a glimpse into how a student performs by language domain by English language proficiency standard. Given that caveat, a closer inspection of the model performance indicators associated with the English language proficiency standards of the specific grade level cluster may be helpful in targeting instruction and classroom assessment.

❖ A student's progress or growth in English language proficiency can only be determined when two consecutive years of data are available. Data from the Bridge Study (see WIDA Technical Report #2, October 2005), where comparability is established between scores on *ACCESS for ELLs*™ and those of the previous generation of English language proficiency tests, may prove useful in making comparisons for those states that launched *ACCESS for ELLs*™ during the 2005-06 school year.

Table 2: Task Level Expectations and Scoring Guide for Speaking Tasks

Summary Chart of Task Level Expectations			
Level	**Discourse Type**	**Vocabulary Usage**	**Language Control**
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	Generally comprehensible and fluent when using memorized language; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	Generally comprehensible and fluent when using simple discourse; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	Generally comprehensible and fluent when communicating in sentences; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	Generally comprehensible and fluent at all times, though phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in **extended** oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers; errors don't impede communication and may be typical of those an English proficient peer may make

Speaking Test Scoring Scale	
3	**Exceeds** Task Level Expectations in *quantity* and/or *quality*
2	**Meets** Task Level Expectations in *quantity* and *quality*
1	**Approaches** Task Level Expectations but falls short in *quantity* and/or *quality*
0	**No response**; response incomprehensible; student unable to understand task directions

ACCESS for ELLs™ - Speaking: Test Administrator Guide (January 2005): State of Wisconsin

Table 3: WIDA Writing Rubric: Summary Chart of Writing Performance Expectations

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying linguistic complexity in either a single tightly organized paragraph or in well-organized extended **original text**; **original text** shows tight cohesion and organization used to support main ideas	**Original text** shows the ability to consistently use just the right word in just the right place; vocabulary usage is precise and appropriate, whether general, specific, or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments; errors don't impede comprehensibility and may be typical of those such an English proficient peer may make when creating tightly organized paragraphs or extended **original text**
5 Bridging	A variety of sentence lengths of varying linguistic complexity in either a single organized paragraph or in extended **original text**; **original text** shows cohesion and organization used to support main ideas	**Original text** shows usage of technical language related to the content area; facility with needed vocabulary is evident in **original text**	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility and may be typical of those an English proficient peer may make when creating organized paragraphs or extended **original text**
4 Expanding	A variety of sentence lengths of varying linguistic complexity in **original text**; **original text** shows emerging cohesion used to provide detail and clarity	**Original text** shows usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident in **original text**	Generally comprehensible at all times, though syntactic, semantic, or mechanical errors that don't impede the overall meaning of the **original text** may appear at times; such errors may reflect first language interference
3 Developing	**Original text** is characterized by simple and expanded sentences that show emerging complexity used to provide detail	**Original text** shows usage of general and some specific language related to the content area; lack of needed vocabulary may be evident in **original text**	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by syntactic, semantic, or mechanical errors when attempting to produce more complex **original text**
2 Beginning	**Original text** is characterized by phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	**Original text** shows usage of general language related to the content area; lack of vocabulary may be evident in **original text**	Generally comprehensible when text is adapted from model or source text, or when **original text** is limited to simple text; comprehensibility may be often impeded by syntactic, semantic, or mechanical errors in **original text**
1 Entering	**Original text** is characterized by single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original words, phrases or chunks of simple language	**Original text** shows usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in **original text**

ACCESS for ELLs™ - Writing Test Scoring Guide (2005): State of Wisconsin

Student Roster Report

ACCESS for ELLs™ English Language Proficiency Test

District: Sample District
School: Sample School
Grade: 1

STUDENT ROSTER REPORT – 2006

STUDENT NAME STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
Last Name, First Name MI State ID – District ID	B	1-2	425	3.0	400	2.0	100	350	175	2.0	175	2.0	250	2.0	275	2.0	250	3.0

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

Student Roster Report—Description

Tier

To concentrate on a specific range of English language proficiency and maximize the amount of appropriate information on a student during assessment, *ACCESS for ELLs*™ has three forms within a grade level cluster (except Kindergarten). **Tier** refers to the form of the test administered that roughly corresponds to a student's position along the second language acquisition continuum: Tier A, Beginning; Tier B, Intermediate; or Tier C, Advanced.

Cluster

ACCESS for ELLs™ is divided into grade level clusters that mirror those of the English language proficiency standards; 1-2, 3-5, 6-8, and 9-12. To ensure developmental appropriateness for Kindergarten, it remains a separate cluster for the test. The specific grade level of a student is provided on the Parent/Guardian Report while grade level, grade level cluster, and Tier are indicated on the Teacher Report.

Scale Score (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Scale scores for an individual student on each language domain (Listening, Speaking, Reading, and Writing), combined language domains (Oral Language, Literacy, Comprehension), and the composite (Overall Score) are identical to that in the Teacher Report.

ACCESS for ELLs™ scale scores form a vertical scale across Tiers and grade level clusters. Each language domain is independent and has its own vertical scale. Scale scores for each language domain range from 100, the lowest, to 600, the highest.

Proficiency Level (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each scale score is converted into an English language proficiency level, presented as a whole number and decimal. The whole number reflects a student's English language proficiency level (1- Entering, 2-Beginning, 3- Developing, 4- Expanding, 5-Bridging, or 6-Reaching) in accord with the WIDA English language proficiency standards. The decimal indicates the proportion a student has attained within the language proficiency level. For example, a student at language proficiency level 4.25 has reached the quarter mark of level 4 (Expanding).

Other Information

Below the list of students is additional information about the scores based on combinations of language domains. For Oral Language- Listening and Speaking (A) and Literacy-Reading and Writing (B), each language domain contributes 50% to the total scale score. For Comprehension (C), the weighting of Reading is 70% while that for Listening is 30%. In the Overall Score (D), Reading and Writing are each worth 35% while Listening and Speaking are 15% each, for a total of 100%.

Use of Information in the Student Roster Report

The purpose of the Student Roster is to list individual scale scores along with their corresponding English language proficiency levels for Tiers and grade level clusters of *ACCESS for ELLs*™. It is not intended for teachers or administrators to make comparisons between students. As this language

proficiency test is standards-referenced, any comparison should be made between students in relation to the criteria or standards.

Explanation about English Language Proficiency

❖ This report has both a gross estimate of a student's English language proficiency as well as the student's actual scores and proficiency levels. The gross estimate, represented by the Tier, was selected by a teacher prior to administration of the test. It may or may not be currently appropriate. Therefore, in interpreting the data, most students fall within the designated range of English language proficiency for the specified Tier.

At the lower end (Tier A) are newcomers, students with limited or interrupted formal schooling, or English language learners whose initial literacy development is in their native language. These students may cluster toward the bottom of the scale. The majority of students fall mid-range (Tier B). At the upper end (Tier C) are those students who have progressed through the full continuum of second language acquisition and are approaching the 'Reaching' level of English language proficiency.

❖ The same data (that from each language domain) are combined to create the Oral Language, Literacy, Comprehension and Overall scale scores. However, every combination of language domains is comprised of a different weighting. For example, Reading is a language domain in Literacy, Comprehension and Overall Score, however, it carries different weights. For Literacy, Reading constitutes 50% of the total score; for Comprehension, Reading contributes 70%, while for the Overall Score, Reading represents 35% of the total.

❖ School or district administrators may examine the scores from each language domain within a Tier and grade level cluster to detect any patterns in student performance. Here are some questions to ask:

  o What are the similarities and differences in student performance for individual and combined language domains within a grade level or Tier?
  o To what extent are differences attributed to students' second language development, the design or delivery of instructional services, or other factors?

Although these questions may not be easily answered, if there are sizable differences between Listening, Speaking, and Reading in comparison with Writing among groups of students, for example, then further investigation may be warranted.

Communication about Data Contained within the Report

❖ In making year to year comparisons about students, it might be useful to show gains in both scale scores and language proficiency levels. As there are five levels (with level 6 meaning the student has reached proficiency), each one represents a range of about 20%. Therefore, there will be some students who progress within a language proficiency level without crossing over to the next highest one; these gains may want to be captured.

❖ By having Tier, scale score, and language proficiency levels for students by grade level cluster, the information in this report may be useful in developing school and district improvement plans for English language learners. These data provide a snapshot of the performance of the students; refer to the Teacher Report for more detailed information.

❖ As the Student Roster Report lists all students by Tier and grade level cluster, it may be used as a starting point for grouping students for support services, according to their Overall Score or by their profiles according to language domains. In many elementary schools, for example, students are grouped homogeneously for reading, so that score may be one indicator in the selection process.

❖ This score report may be useful in examining the profiles of students who are within potential range of exiting support services.

❖ The scores in this report may serve as the basis for determining one criterion for state Annual Measurable Achievement Objectives (AMAOs); that is, the number and/ or percent of students who have attained English language proficiency by cohort group. According to Title III of the No Child Left Behind Act, each state has latitude in making that determination and selecting the specific level or range of English language proficiency that it considers 'attained'. Therefore, depending on the state, schools may gain insight into their status within a district.

Depending on how individual states have set up their cohort groups will affect whether this report has the necessary information for figuring the 'attainment' criterion. For example, if the AMAO criterion depends on a cohort of students based on grade level cluster, having the number of students who have reached a specific level of English language proficiency will be sufficient. If, on the other hand, the state uses the length of time receiving continuous ESL/ bilingual education support to define its cohorts, which is not reported, then data will need to be disaggregated by that variable.

School Frequency Report

WIDA CONSORTIUM

ACCESS for ELLs™ English Language Proficiency Test

District: Sample District
School: Sample School
Grade: 1
Cluster: 1-2

SCHOOL FREQUENCY REPORT – 2006

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 — Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%
2 — Beginning Knows and uses some social English and general academic language with visual and graphic support																
3 — Developing Knows and uses social English and some specific academic language with visual and graphic support																
4 — Expanding Knows and uses social English and some technical academic language																
5 — Bridging Knows and uses social English and academic language working with modified grade level material																
6 — Reaching Knows and uses social and academic language at the highest level measured by this test																

	Listening	Speaking	Reading	Writing
Highest Score	450	450	450	450
Lowest Score	110	110	110	110
Total Tested:	100			

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

School Frequency Report—Description

Proficiency Level

The six levels of English language proficiency with their definitions form the vertical axis of this table. They are presented from top to bottom, starting at the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students at Level (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. This first column relates the number of students who scored at each language proficiency level.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains relates the total number of English language learners tested in the stated grade level of the specified school (shown in the upper right-hand corner of the report).

Other Information

The other information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains. It repeats the information presented in the Teacher Report.

Highest Score/ Lowest Score

The highest and lowest scale scores are reported in the four language domains for English language learners tested in the stated grade level of the specified school. The lowest possible scale score is 100; the highest possible scale score is 600. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of English language learners tested on *ACCESS for ELLs*™ in the stated grade level of the specified school.

Use of Information in the School Frequency Report

Explanation about English Language Proficiency

> ❖ This report shows the distribution of English language learners in a stated grade level of a specified school according to their language proficiency levels for each language domain and combination of domains. In the low incidence schools, these numbers might be quite small; in urban areas, the numbers might be substantially larger. The results should not be generalized unless there are relatively large numbers of students.

❖ Information provided in this report may have to be further contextualized to be meaningful; numbers alone cannot explain why the distribution of students assigned to language proficiency levels falls as it does. For example, there may be a rather large proportion of English language learners at the lower end of the continuum in all language domains. The reasons for these results may not be evident unless student demographics are considered. Perhaps the school received an influx of students with limited formal education who have spent time in refugee camps. Perhaps the students in this grade level have high degrees of mobility and have not had continuous, uninterrupted schooling.

Teacher characteristics may also help explain the results. Perhaps teachers working with English language learners have not been afforded ample opportunities for professional development or haven't had time for joint planning with the English as a Second Language, bilingual, or content teachers. Perhaps the service delivery model is such that coverage of English language proficiency standards needs to become a grade level or school-wide responsibility.

Communication about Data Contained within the Report

❖ School Frequency Reports for two consecutive years (as in the case of AL, ME, and VT) provide cross-sectional data (unless the set of students from one year to the next is identical, which is highly unlikely). Keep this fact in mind when inspecting how the first graders performed at a specified school in year 1 (2005) in comparison to second graders in year 2 (2006). A group of first graders one year compared with a group of first graders the next year also represents cross-sectional data.

❖ If the data in this report are used to make cross-sectional comparisons, there is applicability across grade level clusters, as *ACCESS for ELLs*™ is a vertically scaled test, K-12.

❖ In communicating the results of this report, use both the numbers and their corresponding percents. If numbers are low, the percents may appear distorted if shown in isolation.

District Frequency Report

ACCESS for ELLs™ English Language Proficiency Test

District: Sample District
Grade: 1
Cluster: 1-2

DISTRICT FREQUENCY REPORT – 2006

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%
2 – Beginning Knows and uses some social English and general academic language with visual and graphic support																
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support																
4 – Expanding Knows and uses social English and some technical academic language																
5 – Bridging Knows and uses social English and academic language working with modified grade level material																
6 – Reaching Knows and uses social and academic language at the highest level measured by this test																
Highest Score	450		450		450		450									
Lowest Score	110		110		110		110									
Total Tested:	200															

A - Oral Language = 25% Listening + 25% Speaking
B - Literacy = 25% Reading + 25% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

District Frequency Report—Description

The presentation of information in this report is identical to that of the School Frequency Report except the numbers and percents refer to English language learners in a stated grade level of a specified district rather than a school. Therefore, the descriptions of the features of this report are repeated from those previously stated.

Proficiency Level

The six levels of English language proficiency with their definitions form the vertical axis of this table. They are presented top to bottom, starting from the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. This first column relates the number of students who scored at each language proficiency level.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains relates the total number of English language learners tested in the stated grade level in the specified district (shown in the upper right-hand corner of the report).

Other Information

The other information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains. It reiterates the information presented in the Teacher and School Frequency Reports.

Highest Score/ Lowest Score

The highest and lowest scale scores are reported in the four language domains for English language learners tested in the stated grade level in the specified school. The lowest possible scale score is 100; the highest possible scale score is 600. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of English language learners tested on *ACCESS for ELLs*™ in the stated grade level of the district.

Use of Information in the District Frequency Report

Explanation about English Language Proficiency

❖ The distribution of students along the six language proficiency levels, to some extent, is a function of the Tier that was administered. For example, as students in Tier A are considered 'Beginners', they should not be expected to or will they be able to score at the highest levels of English language proficiency.

❖ Just as in the School Frequency Report, information provided in this report may have to be further contextualized to be meaningful. A description of the students in terms of their language, cultural, and experiential backgrounds would provide a fuller portrait of a district's English language learners.

Communication about Data Contained within the Report

❖ Based on an individual state's criteria for 'attainment' of English language proficiency and its definition of cohort groups, this report may serve as a district's estimate of the number and/ or percent of students who have met that criterion for Annual Measurable Achievement Objectives (AMAOs) under Title III. Likewise, the School Frequency Report offers the same breakdown by school.

❖ For purposes of communicating information to various stakeholders, such as local Boards of Education or community groups, the data may be graphically displayed in the form of a histogram. The numbers of students or percents could serve as the vertical axis and the language domains or combination of domains could form the horizontal axis. Each language level could then be color-coded and positioned under the language domains.

❖ Information in this report may be useful in planning, developing, or restructuring program services at a district level. Variation in students' language proficiency across individual and combined language domains may help shape the type and amount of support for English language learners. In some states, native language is also a component of support that is to be taken into account in program design.